

COLLABORATIVE PLAN AND FUNDING APPLICATION

For Special Education Cooperatives

_____ Caveland Educational Support Center
SPECIAL EDUCATION COOPERATIVE

_____ pcoe@grrec.coop.k12.ky.us
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_____ Bowling Green, KY 42101
CITY

_____ Green River Regional Educational Cooperative
NAME OF FISCAL AGENT

_____ (270) 745-5393
TELEPHONE OF COOPERATIVE

_____ Liz Storey
CONTACT PERSON FOR FISCAL AGENT

Kentucky Department of Education
Division of Exceptional Children Services
Capital Plaza Tower
500 Mero Street, 8th Floor
Frankfort, Kentucky 40601
(502) 564-4970
(502) 564-6721 (fax)
<http://www.kde.ky.us/osis/children>

Member Districts:

_____ Allen Co.	_____ Barren Co.	_____ Bowling Green Ind.
_____ Butler Co.	_____ Caverna Ind.	_____ Cumberland Co.
_____ Edmonson Co.	_____ Glasgow Ind.	_____ Green Co.
_____ Hart Co.	_____ Logan Co.	_____ Metcalfe Co.
_____ Monroe Co.	_____ Russellville Ind.	_____ Simpson Co.
_____ Todd Co.	_____ Warren Co.	

Regional Service Area _____ Region 2

Federal Fiscal Year 2003
School Year 2002-2003

COLLABORATIVE PLAN AND FUNDING APPLICATION for Special Education Cooperatives

Instructions for Submitting

The completion of the collaborative planning process at the regional level results in the development of the regional plan and funding application for Special Education Cooperatives which is submitted to the Kentucky Department of Education, postmarked no later than June 10, 2002.

Compliance to general and specific program assurances is the responsibility of the governing board of the Special Education Cooperatives. The Assurance Certification, page 4, is the signed statement that assures all legal requirements are met in accordance with federal and state laws and regulations which define specific program activities and expenditure of funds described in this application.

The Cooperative's board chair and fiscal agent administrator must sign the Assurance Certification, page 4, authorizing the fiscal agent to accept funds and conduct programs that support regional goals, operations, and the priority needs of the districts within the Special Education Cooperative area. A copy of the minutes authorizing the submission of the *Special Education Collaborative Plan and Funding Application* must be maintained on file in the office of the director of the cooperative.

Eligibility Criteria to Apply

Cooperatives must:

- Operate as a nonprofit agency which may operate under an inter-local agreement;
- Establish a governing board of directors made up of member districts' superintendents or designees, and designated as the decision-making body;
- Assign a director for the cooperatives;
- Identify a fiscal agent to receive, hold and disburse the cooperatives' funds; and
- Adopt policies and procedures related to organizational structure and function, operation, administration and supervision, use of funds, reporting, and annual program evaluation.

Criteria to Receive Funds

Cooperatives use State Share Restricted Funds for the following:

- Administrative costs;
- Providing professional development and parent training;
- Providing technical assistance in such areas as monitoring, complaint investigation, child evaluation, due process, needs assessment, and program development;
- Implementing statewide, regional and local initiatives;
- Networking and distributing information;

- Coordinating services and resources; and
- Providing services that are more feasible and cost effective if provided on a regional basis.

General Functions of Cooperatives

A Special Education Cooperative shall provide training and technical assistance in the statewide priorities established by the Kentucky Department of Education:

- Assist planning and implementation of professional development, with technical assistance follow-up;
- Assist member districts and Regional Exceptional Children Consultants with self-study, monitoring visits, and corrective action plans;
- Address needs of locally underserved populations;
- Identify regional needs and facilitate plans to address those needs;
- Cooperate and collaborate with other groups and agencies;
- Serve as liaison and disseminate information to Local Education Agencies from Kentucky Department of Education and other agencies;
- Address regional needs which cannot be met through local resources alone;
- Build local and regional capacity through pooling of resources;
- Coordinate delivery of related and support services; and
- Support and expand research-based practices and initiatives.

Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Cooperative Policies and Procedures Manual***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Caveland Educational Support Center
Special Education Cooperative

Fiscal Agent Administrator

Date

Chair
Governing Board of Directors

Date

Assurances for Special Education Cooperatives

1. The Cooperative will administer the project in accordance with all applicable statutes, regulations, policies and procedures, and the Cooperatives' *Collaborative Plan and Funding Application*.
2. Before the Cooperative's *Collaborative Plan and Funding Application* is submitted, the Cooperative affords a reasonable opportunity for public comment on the plan and has considered such comment.
3. The Cooperative will coordinate and collaborate with other agencies providing services including health and social services.
4. The Cooperative will cooperate in carrying out any evaluation of the Cooperative conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education (USDE).
5. The Cooperative will:
 - provide timely program reports to the KDE on activities and expenditures, including reports requested by the USDE; and
 - maintain records, provide information, and afford access to the records as the KDE or the USDE may find necessary to carry out their responsibilities.
6. The Cooperative assures that a comprehensive needs assessment was conducted prior to completing the *Collaborative Plan and Funding Application* to determine the services that the Cooperative will provide to its member districts.
7. The Cooperative will comply with the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, and the *Age Discrimination Act*, prohibiting discrimination on the basis of race, color, national origin, sex, handicap, or age.
8. The Cooperative assures that it will provide equitable access to and equitable participation in the project by addressing the special needs of students, teachers, and other project beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age.
9. The Cooperative will comply with the *Single Audit Act*.
10. The Cooperative has control of Individuals with Disabilities Education Act, Part B (IDEA-B) funds received and holds title to property acquired with the funds. The Cooperative will administer the funds and property as required by IDEA-B and for the purpose for which they are granted. The Cooperative retains control in the event of contractual arrangements made with other parties.

11. The Cooperative will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for IDEA-B funds paid to the Cooperative.
12. The Cooperative assures that:
 - no federal appropriated funds have been paid, or are paid by or on behalf of the Cooperative to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with making any federal grant, for entering into any cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
 - if any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the director shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure;
 - the director shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.
13. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the Cooperative or its employees or any affiliate of such organization.
14. The Cooperative will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement.
15. Any plan, budget, evaluation, periodic program plan, or report relating to the cooperative is made readily available to the general public for the purpose of public inspection. The Cooperative will comply with the *Stevens Amendment* on open records.
16. The Cooperative will comply with the *Debarment, Suspension, and other Responsibility* regulation.
17. The Cooperative will comply with the *Americans with Disabilities Act of 1990 (ADA)*.
18. The Cooperative will comply with the *Family Educational Rights and Privacy Act of 1974 (FERPA)*.
19. The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in Kentucky Administrative Regulation 707 KAR Chapter 1.

Executive Summary

- I. **MISSION STATEMENT:** Kentucky's Special Education Cooperatives will enhance the education opportunities and outcomes of students by providing effective leadership and delivering specialized services in partnership with the Kentucky Department of Education, local school districts, institutes of higher education and other service providers.

II. PROCESS OF DEVELOPING THE COLLABORATIVE PLAN FOR SPECIAL EDUCATION COOPERATIVES

- A. How were planning and needs assessment teams organized?

The Caveland Educational Support Center Advisory Council served as the primary planning and needs assessment team. In addition, a smaller group of individuals from the Advisory Council formed a committee that reviewed needs assessment data and made recommendations regarding specific activities to be included.

- B. Who served on planning and needs assessment teams and the groups they represented?

The Advisory Council consists of the Directors of Special Education from the 17 member districts as well as representatives from the Region 2 Service Center, the Regional Training Center and Western Kentucky University. Directors of Special Education represent the following groups within their districts: regular and special education teachers, district and school level administrators, parents of regular and special education students, paraprofessionals, related services personnel, and district-wide consolidated planning teams.

- C. How were the needs of the participating districts determined?

A number of tools and strategies were used to assess the needs of member districts. An extensive amount of needs assessment information had been accumulated during the restructuring process that occurred prior to the current grant year. That information was reviewed again to ensure that needs identified have been addressed. Also, individual interviews were conducted with each of the Directors of Special Education during the fall semester. This spring, written surveys were given to each Advisory Council member as well as Caveland staff. Finally, email surveys were done with Emergency and Probationary certified teachers throughout the region.

- D. How were goals and strategies decided upon?

A committee consisting of several members of the Advisory Council was led through a process of reviewing the previous grant, considering all of the needs assessment data, and identifying strategies considered to be priorities for the coming year. Their work was presented to the entire Advisory Council for approval at the June meeting.

- E. What will implementation of the plan achieve?

The implementation of the plan will result in increased capacity within each school to deliver efficient and effective special education services for children and youth with disabilities as demonstrated by the following:

- Disparate achievement between students with disabilities and students without disabilities will be reduced in Region 2 districts as measured by CATS and reported on KCMP monitoring documents, item #13.
- An increase in district ratings on the KCMP monitoring documents will be seen on item #12 relating to instructional strategies and adaptations for students with disabilities.
- Teachers and administrators in the region will effectively deal with student behavior and discipline and demonstrate the value of proactive school-wide approaches and multileveled intervention models which are research-based and prevention-oriented.

- An increase will be seen in the district ratings on the KCMP document on items #9 and #10 dealing with children receiving FAPE during periods of long-term suspension or expulsion and rates of suspension and expulsion for children with disabilities being no higher than those for children without disabilities.
- Emergency and Probationary Teachers in the region will complete all professional development requirements as specified by the Kentucky Department of Education.
- Surveys of mentor teachers and Directors of Special Education will indicate that Emergency and Probationary Teachers are providing high quality educational services to students with disabilities.
- District ratings on KCMP documents on items related to transition services will increase throughout the Caveland region.
- District ratings on the KCMP in the Caveland region will show an increase on items #15 and 16A relating to including identified needs of parents and children with disabilities on school improvement activities and active involvement of parents in identification, evaluation, eligibility determination, IEP and transition planning and placement decisions.
- Directors of Special Education in the Caveland region will demonstrate greater proficiency in using data to make programmatic decisions as indicated by survey results in the spring of 2003.
- District ratings on KCMP documents on item 5 (evaluations are appropriately administered in a timely manner) will increase in the Caveland region

F. What process was used for internal review of the plan?

The plan was reviewed by the Advisory Council which includes: Directors of Special Education of the member districts, the Region 2 Exceptional Children consultant, the director of the Regional Training Center, and a representative from Western Kentucky University. Superintendents of Green River Regional Educational Cooperative were also given opportunity to review the plan and make suggestions. Ongoing review will be conducted throughout the year at monthly meetings of the Grant Committee and the Advisory Council. In addition, regular input will be gathered from various stakeholder groups including parents, Emergency and Probationary Teachers, the Regional Autism Team, The Regional Transition Team, and professional development participants.

G. How will collaborative planning be continued in the future?

The Advisory Council will continue to meet monthly. A subcommittee of this council will review grant activities monthly and will report to the Council. A separate committee will be continually reviewing initiatives identified in the KCMP documents of the districts and insights regarding needed initiatives will be fed to the grant committee for inclusion in planning for the cooperative. In addition, a monthly report will be submitted to GRREC superintendents.

III. COMMUNICATION PLAN

A. How will the cooperative's activities and other important information be shared with member districts and partners? Address how information will be disseminated regarding special education practices.

- The grant committee will meet monthly to review progress on grant activities and will report to the Advisory Council.
- The grant will be posted on the cooperative website.
- Information regarding special education practices is shared in Advisory Council meetings and via email and the website.
- A monthly calendar will be provided to the Advisory Council members at each meeting and will be posted on the website.
- List serves for information dissemination and sharing will be used among various cooperative groups such as the Directors of Special Education, the Regional Autism Team, the Regional Transition Team, Emergency and Probationary Teachers, and the Behavior Team.

B. How was public comment secured? Indicate the newspaper(s), TV station(s), radio station(s), and other means.

Public notice regarding the project application will be published in the bowling green Daily News.

C. What responses were made to any comments received?

Public comments received will be shared with the Advisory Council for consideration in the project application

D. What time period was the application made available for public review and comments? The time period must be at least two weeks.

Beginning date June 17 Ending date: June 28

E. What date(s) were the participating districts notified of the availability of this application for review and comment? The date(s) must be prior to the public review period indicated above.

June 10 – June 14

F. How will input continue to be gathered from member districts and partners?

- Monthly meetings of the Advisory Council
- Monthly meetings of the Grant Committee and Continuous Improvement Committee
- Evaluations of training events
- Surveys of stakeholders

ACTION COMPONENT

Special Education Cooperative:

Cleveland Educational Support Center

KDE Priority: Closing the achievement gap between students with and without disabilities by improving access to the Core Content through strategies such as increasing literacy, differentiated instruction and technology-based supports. (*Connects to SISI #1.1a, 1.1c, 1.1g, 2.1a, 2.1d, 2.1e, 2.1h, 3.1a, 3.1b, 3.1c, 3.1e, 3.1g, 4.1k, 5.1b, 7.1e, 8.1f and KCMP #5, 6, 7, 8, 9, 10, 11, 12, 13, 14*)

I. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
1.A. Continue the employment of three consultants and a director to provide services in the areas of consultation, technical assistance, professional development, and evaluation.	Disparate achievement between students with disabilities and students without disabilities will be reduced in Region 2 districts as measured by CATS and reported on KCMP monitoring documents, item #13.	Board of Directors and Fiscal Agent	7/1/02	6/3/03	0110 0130 0339
1.B. Cooperative staff will attend professional development activities that will enhance their knowledge of current research-based instructional strategies.	An increase in district ratings on the KCMP monitoring documents will be seen on item #12 relating to instructional strategies and adaptations for students with disabilities.	CESC Director and Consultants	7/1/02	6/30/03	0559 0580 0610
1.C. The cooperative will provide organizational support, technical assistance, professional development, and financial assistance for several regional capacity building teams including: Regional Autism Team, Regional Transition Team, and Regional Behavior Team.		CESC Director and Consultants	7/1/02	6/30/03	0640 0734 0810
1.D. Professional development will be offered related to the <i>Program of Studies</i> , <i>Core Content</i> , and <i>Transformations</i> and alignment of IEPs with the general curriculum.		CESC Director and Consultants	7/1/02	6/30/03	

<p>1.E. Professional development will be offered for general and special educators, administrators, parents, and related service providers on topics identified in the KCMP documents of each of the member districts, including providing access to the general curriculum and instructional strategies and accommodations to help students with disabilities reach proficiency.</p> <p>1.F. Professional development opportunities will be provided related to monitoring ongoing progress on IEPs.</p> <p>1.G. The Curriculum and Instruction Committee, a subcommittee of the Advisory Council, will meet monthly to review current research-based instructional strategies and develop a plan for disseminating information and professional development within the region.</p> <p>1.H. The cooperative will assist the Kentucky Department of Education to design, plan, and implement Kentucky Reading First professional development opportunities targeted for K-12 special education teachers.</p> <p>1.I. The cooperative will maintain a lending library updating the contents to include samples of research-based curriculum materials.</p> <p>1.J. The cooperative will provide assistive technology evaluations through a contractual arrangement with an appropriately experienced professional.</p>	<p>Disparate achievement between students with disabilities and students without disabilities will be reduced in Region 2 districts as measured by CATS and reported on KCMP monitoring documents, item #13.</p> <p>An increase in district ratings on the KCMP monitoring documents will be seen on item #12 relating to instructional strategies and adaptations for students with disabilities.</p>	CESC Director and Consultants	7/1/02	6/30/03	0110
					0130
					0339
					0559
					0580
					0610
					0640
		CESC Director and Consultants	7/1/02	6/30/03	0734
		CESC Director, RECC, Curriculum and Instruction Committee	7/1/02	6/30/03	0810
		CESC Director and Consultants, Member District DoSEs, Region 2 RECC, KDE, RTC	7/1/02	6/30/03	
		CESC Director and Administrative Assistant	7/1/02	6/30/03	
		CESC Director	7/1/02	6/30/03	
	Disparate achievement between				

1.K. The cooperative will provide professional development in the area of assistive technology, especially on new equipment and software.	students with disabilities and students without disabilities will be reduced in Region 2 districts as measured by CATS and reported on KCMP monitoring documents, item #13.	CESC Director	7/1/02	6/30/03	
1.L. The cooperative will work together with the Region 2 Exceptional Children Consultant to develop a resource list of model sites within the region and surrounding area that are examples of high quality programming for students with disabilities and can be used for training of other professionals across the region.	An increase in district ratings on the KCMP monitoring documents will be seen on item #12 relating to instructional strategies and adaptations for students with disabilities.	CESC Director and Consultants, RECC	7/1/02	6/30/03	
1.M. The cooperative will provide consultation services and technical support for teachers working with students with disabilities, especially those with complex needs.		CESC Director and Consultants	7/1/02	6/30/03	

SISI = Standards and Indicators for School Improvement

KCMP = Kentucky Continuous Monitoring Process

ACTION COMPONENT

Special Education Cooperative:

Cleveland Educational Support Center

KDE Priority: Providing professional development opportunities, consistent with the KDE Professional Development Standards, to assist with the implementation of a systemic approach to improving school safety and student achievement. *(Connects to SISI # 3.1a, 4.1a, 4.1b, 4.1c, 4.1d, 4.1h, 4.1j, 4.1k, 6.1b, 6.1e, 6.2b, 6.2e, 7.1c, 7.1h, 7.1k, 8.1d and KCMP # 1.b, 2)*

II. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
2.A. The cooperative will provide consultation services and technical support in the area of behavior management including the development of functional behavior assessments and behavior intervention plans.	Teachers and administrators in the region will effectively deal with student behavior and discipline and demonstrate the value of proactive school-wide approaches and multileveled intervention models which are research-based and prevention-oriented. An increase will be seen in the district ratings on the KCMP document on items #9 and #10 dealing with children receiving FAPE during periods of long-term suspension or expulsion and rates of suspension and expulsion for children with disabilities being no higher than those for children without disabilities.	CESC Director and Consultants	7/1/02	6/30/03	0110 0130 0339 0559 0580 0610
2.B. A regional capacity building team will be established to focus on the dissemination of information related to best practices in the area of managing student behavior.		CESC Director and Consultants	10/1/02	6/30/03	0640 0810
2.C. The cooperative will provide professional development opportunities to assist teachers, parents, administrators, and paraprofessionals to manage the behavior and promote the achievement of students with complex needs.		CESC Director and Consultants	7/1/02	6/30/03	
2.D. The cooperative will seek out high quality professional development providers and programs and bring them to the region to provide training to regional professionals consistent with the KDE Professional Development Standards.		CESC Director and Consultants	7/01/02	6/30/03	
	Teachers and administrators in the				0110

<p>2.E. Professional development opportunities will be offered in the areas of positive, proactive, instructional classroom management practices and safe physical management.</p> <p>2.F. Provide leadership and support for positive, proactive, instructional school discipline through support of the Kentucky Instructional Discipline and Support (KIDS) Program.</p> <p>2.G. Serve on the Regional Interagency Advisory Council (RIAC) representing all member districts.</p>	<p>region will effectively deal with student behavior and discipline and demonstrate the value of proactive school-wide approaches and multileveled intervention models which are research-based and prevention-oriented.</p>	CESC Director	7/1/02	6/30/03	0130
					0339
					0559
	<p>An increase will be seen in the district ratings on the KCMP document on items #9 and #10 dealing with children receiving FAPE during periods of long-term suspension or expulsion and rates of suspension and expulsion for children with disabilities being no higher than those for children without disabilities.</p>	CESC Director	7/1/02	6/30/03	0580
					0610
					0640
		CESC Director	7/1/02	6/30/03	0810

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KCMP = Kentucky Continuous Monitoring Process

ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: Assisting local districts with training necessary to meet requirements in the Kentucky Administrative Regulations for emergency and probationary certified teachers. *(Connects to S/SL #3.1a, 4.1h, 4.1k, 6.1b, 6.1e, 6.2b, 8.1d)*

III. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
3.A. Provide professional development activities focusing on creating IEPs, Due Process, Classroom Management, and Access to the General Curriculum.	Emergency and Probationary Teachers in the region will complete all professional development requirements as specified by the Kentucky Department of Education.	CESC Director and Consultant	7/1/02	6/30/03	0110
3.B. Maintain a tracking system that will ensure that Emergency and Probationary teachers complete professional development activities required by the Kentucky Department of Education.	Surveys of mentor teachers and Directors of Special Education will indicate that Emergency and Probationary Teachers are providing high quality educational services to students with disabilities.	CESC Director	7/1/02	6/30/03	0130
3.C. Provide Emergency and Probationary teachers with a tool kit including important information regarding professional requirements and materials and resources related to research-based instructional strategies.		CESC Director and Consultant	7/1/02	6/30/03	0559
3.D. Develop a mentor program offering training for experienced special education teachers who will be the identified local support person for the Emergency or Probationary Teacher.		CESC Director and Consultant, DoSEs	7/1/02	6/30/03	0610
					0640

<p>3.E. Create and maintain a list serve for Emergency and Probationary teachers and their mentors for dissemination of information, professional discussion, and collegial support.</p> <p>3.F. Provide consultation services for teachers referred by the Directors of Special Education offering recommendations for best practices and strategies.</p>	<p>Emergency and Probationary Teachers in the region will complete all professional development requirements as specified by the Kentucky Department of Education.</p> <p>Surveys of mentor teachers and Directors of Special Education will indicate that Emergency and Probationary Teachers are providing high quality educational services to students with disabilities.</p>	CESC Director	7/1/02	6/30/03	0110
					0130
		CESC Director and Consultants	7/1/02	6/30/03	0559
					0610
					0640

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KCMP = Kentucky Continuous Monitoring Process

ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: Assuring related services, transition services and information from the Individual Graduation Plan are included, as appropriate, in the individualized education programs for students with disabilities. *(Connects to S/IS # 1.1d, 1.1e, 2.1c, 3.1e, 3.1f, 5.1d, 7.1g and KCMP #1.a, 1.b, 2, 3, 4, 6, 7, 8, 17, 18, 19, 20, 21)*

IV. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
4.A. The cooperative will sponsor a Transition Institute as a cooperative venture with the Western Kentucky and River Region Special Education Cooperatives. The institute will include a variety of presentations and exhibits related to both preschool and postsecondary transition services.	District ratings on KCMP documents on items related to transition services will increase throughout the Caveland region.	CESC Director and Consultants and Regional Transition team	7/01/02	7/12/02	0110 0130 0339 0559
4.B. The cooperative will sponsor a Transition Fair as a cooperative venture with Lifeskills and Western Kentucky University. Students, teachers, and parents within the region will be invited to participate in this event highlighting regional adult service providers.		CESC Transition Consultant	7/1/02	12/01/02	0580 0610 0640 0810
4.C. The cooperative will provide organizational support, technical assistance, professional development, and financial assistance for a Regional Transition Team. Membership on this team is open to a representative from each district in the region. Team members will receive training and participate in initiatives that will build their		CESC Transition Consultant	7/1/02	6/30/03	

capacity to be a resource within their district.	District ratings on KCMP documents on items related to transition services will increase throughout the Caveland region.				0110
4.D. Professional development opportunities and consultation services will be provided for teachers, administrators, and parents related to transition planning including but not limited to: active involvement of the parent and student in transition planning; integrating transition activities into the IEP and coordinating instruction, community and employment experiences and adult living objectives; and inclusion of adult service providers in transition planning.		CESC Transition Consultant	7/1/02	6/30/03	0130
					0339
					0559
					0580
4.E. A consultant from the cooperative will attend professional development activities and state and national level meetings in order to stay abreast of current initiatives in the area of transition and will disseminate that information to the Transition Team and Directors of Special Education.	District ratings on KCMP documents on items related to transition services will increase throughout the Caveland region.	CESC Transition Consultant	7/1/02	6/30/03	0610
					0640
4.F. A list of related service providers for the region will be developed and posted on the website.		CESC Director and Administrative Assistant	7/1/02	6/30/03	0810
4.G. An informational publication will be developed for related service providers outlining important considerations related to due process when providing school based services.		CESC Director	7/1/02	6/30/03	
4.H. Training will be provided in the region on the Kentucky Eligibility Guidelines – Revised for speech and language pathologists.		CESC Director and Contractual Consultant	7/1/02	6/30/03	
4.I. A loan library of assistive technology will be maintained in the cooperative and new	District ratings on KCMP documents on	CESC Director and	7/1/02	6/30/03	0110

<p>equipment will be added as requested by the Directors of Special Education.</p> <p>4.K. The cooperative will work together with the Regional Training Center to provide professional development and consultation regarding preschool transition planning.</p> <p>4.L. Serve on the District Early Intervention Council representing the member districts.</p>	<p>items related to transition services will increase throughout the Caveland region.</p>	Administrative Assistant			0130
		CESC Director, RTC Director	7/1/02	6/30/03	0339
					0559
					0580
		CESC Director	7/1/02	6/30/03	0610
					0640
					0810

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KCMP = Kentucky Continuous Monitoring Process

ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: Assisting DECS and local school districts with data collection and data management related to the Kentucky Continuous Improvement Monitoring Process including promoting partnerships with parents. *(Connects to SISI #1.1f, 2.1b, 2.1d, 2.1h, 4.1g, 4.1i, 5.1a, 5.1b, 5.1e, 6.1c, 6.1d, 6.2f, 7.1b, 7.1d, 7.1g, 8.1a, 8.1e, 8.1f, 8.2b, 8.3c, 8.2d, 9.2b, 9.3b, 9.4a and KCMP # 7, 8, 9, 10, 13, 14, 15, 16a, 16b, 17)*

V. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
5.A. A Continuous Improvement Committee will be established from members of the Advisory Council to meet monthly to review KCMP monitoring from each district, receive feedback on progress, and identify ways in which the cooperative may assist districts in reaching their goals.	District ratings on the KCMP in the Caveland region will show an increase on items #15 and 16A relating to including identified needs of parents and children with disabilities on school improvement activities and active involvement of parents in identification, evaluation, eligibility determination, IEP and transition planning and placement decisions.	CESC Director, Continuous Improvement Committee	7/1/02	6/30/03	0110 0130 0339 0610
5.B. The cooperative will arrange ongoing professional development for Directors of Special Education in the areas of data collection, management, and analysis and data driven decision-making.	Directors of Special Education in the Caveland region will demonstrate greater proficiency in using data to make programmatic decisions as indicated by survey results in the spring of 2003.	CESC Director	7/1/02	6/30/03	0640
5.C. The cooperative will work together with the Region 2 Exceptional Children Consultant to provide technical assistance to Directors of Special Education in completion of the KCMP document.		CESC Director	7/1/02	6/30/03	
5.D. The cooperative will provide opportunities for parents to attend joint training with school district personnel.		CESC Director and Consultants	7/1/02	6/30/03	

5.E. The cooperative will work with the Parent Resource Center to identify the needs of parents in this region and assist with locating resources to meet those needs		CESC Director and Consultants and Parent Resource Center Director	7/1/02	6/30/03	
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SISI = Standards and Indicators for School Improvement

KCMP = Kentucky Continuous Monitoring Process

Use pages 15 & 16 to address any local needs. (Make copies as needed.)

Special Education Cooperative:

Cleveland Educational Support Center

Local Priority Need:	Goal: <i>(A Goal address a Local Priority Need)</i>
As measured by needs assessment and survey data, there is a continuing need for diagnostic evaluations and technical assistance for students with complex needs throughout the region.	Students with complex needs will receive comprehensive multidisciplinary evaluations within required timelines.
Cause(s)/Contributing Factors: <i>(Both positive and negative based on needs analysis)</i>	Objective(s) with Measures of Success:
<p>There are few professional service providers who have expertise in how to appropriately evaluate children with complex needs.</p> <p>Parents in the region sometimes request independent evaluations be completed by the cooperative.</p>	All referrals for evaluations of students with complex needs will receive timely evaluations as measured by office tracking system.

ACTION COMPONENT

Special Education Cooperative:

Cleveland Educational Support Center

Local Priority: Assisting districts with the evaluation of students with complex needs.

IX. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
6.A. Cooperative staff will complete evaluations of students with complex needs as requested by Directors of Special Education.	District ratings on KCMP documents on item 5 (evaluations are appropriately administered in a timely manner) will increase in the Cleveland region	CESC Director and Consultants	7/1/02	6/30/03	0110
6.B. The cooperative will provide evaluations with outside consultants if necessary to complete evaluations in a timely fashion.		CESC Director	7/1/02	6/30/03	0130 0339 0580
6.C. Regular regional meetings will be held with school psychologists to share information related to assessment of students with complex needs and professional standards for evaluation.		CESC School Psychologist Consultant	7/1/02	6/30/03	0610 0640

FY 2002 BUDGET

Special Education Cooperative: Caveland Educational Support Center

Indicate all codes, including fringe benefits.

Budget/Object Code	Activity	Amount
0110	Certified Salary	188,662
0130	Classified Salary	27,713
0211	Life Insurance	120
0212	Health Insurance	17,340
0221	FICA	1,596
0222	Medicare	2,699
0231	KTRS	26,335
0232	CERS	1,636
0251	Unemployment	300
0260	Workman's Comp	944
0331	Audit	1,000
0339	Contract Services	30,000
0430	Repair and Maintenance	500
0440	Rental	22,400
0531	Postage	150
0532	Phone	3,500
0540	Advertising	100
0550	Printing	1,000
0580	Travel	12,000
0610	Supplies	9,187
0640	Books/Software	9,188
0730	Equipment	9,188
0810	Registration	2,500
0933	Indirect Costs	32,026
	Admin Fee to State	240
	TOTAL	400,324

Special Education Cooperative: Caveland Educational Support Center

Budget/Object Code	Activity	Amount
0550	Printing	200
0610	Supplies	300
0640	Books/Software	1500
	TOTAL	2000